

Classroom Management Final Paper

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My Philosophy

My classroom philosophy is that students will have a safe learning environment, a chance to state how they are feeling, and having my students grow academically. I based my philosophy off Wong and Love and Logic. I will get to know my students and have them know they can talk to me about anything they have going on in their lives. My students will have options when it comes to completing assignments and they will help create our classroom rules. I will also have procedures in place to help ensure we stay on task.

Plan for First Days

Day 1- On the first day of school I will greet students at the door and ask them to read and follow the directions given on the board. The board will have questions for the students to write on a separate sheet of paper. Questions will include things such as are you involved in extra curriculars, favorite subject, ways you learn best, subject you struggle in the most, something fun you did over the summer, any health conditions I should know about, and is there any additional information I should know about you. I then will tell a little bit about myself such as where I went to high school, my hobbies, and where I went to college I will finally ask if there is anything else, they would like to know about me. Finally, I will let my students decide on some different rules and procedures such as ways to go to bathroom, group work, and seating charts. We will then practice those procedures. I would prefer the desks grouped in pods but if a majority of students dislike that idea, they may help me find a way which works better. At the end of class students will turn in their paper in a tray at the back of the room such as the ones in Appendix A.

Day 2- I will greet my students again and students will have a prompt on the board asking, “What are you hoping to learn in this class and why?” After students finish the prompt, we will have a group discussion on what they decided to write. This is the time when I will hand out my homework policy as given in appendix B. I will tell them if they have any suggestions or any other ideas feel free to share them. We will also go over emergency situations such as fires. This is the day where I will introduce metacognition sheets as seen in appendix C. We will continue to practice procedures.

Day 3- I will greet students at the door and have a question asking something which pertains to what we will learn that day. We will practice our procedures and then I will start getting into content by giving a PowerPoint presentation and have several turn and talks to break up the learning. I will also ask students to participate in a group discussion at the end to discuss thing we learned. I will ask students question by using one, two, then you and having students raise their hands.

Day 4- I will greet students at the door and we will have a small quiz on our procedures to take place of the opening prompt. I will remind students that the quiz will not be graded but to try their best. After the quiz we will review to see how things went. We will then continue with our lesson. Introduce KWL chart as seen in appendix D.

Day 5- I will greet students at the door and have a prompt asking “How are things going in this class? Are there any changes you would help you learn?” We will then review procedure if needed. Finally, we will get into content again.

Connections to Students and Families

I will connect to parents and students by sending a letter home as seen in appendix E. This will allow parents to get to know me a little bit better before the school year starts. I will also tell my students that if they ever are having problems feel free to come talk to me and we can try to find a plan to make things work better. The last thing I will do it try to be active in the school by attending different events such as sports, music concerts, plays, or anything else the school has going on.

What if's.

For my what if's, I will try to think of as many things which could possibly go wrong. For most problems with behavior and not turning in homework I will something like the pink slip

where students will write down what they did, why they did it, and sign it. If students obtain a certain number of slips, the student and I will have a meeting with the counselor or another faculty member present to ensure things are not taken out of context. If the behavior continues after that then a meeting will take place between the student, parents, me, and another faculty member. Finally, if the problem still is not fixed administration will be contacted. I will also make sure students know after time the slips can be removed from their file.

References

- Fay, J. and Funk, D. (2010). *Teaching with Love and Logic: Taking control of the classroom*. Love and Logic Press: Golden, CO.
- Wong, H., Wong, R. (2014). *The Classroom Management Book*. Harry Wong Publications, Inc.: Mountainview, CA.
- Wong, H., Wong R. (2018). *The First Days of School*, 5th ed. Harry Wong Publications, Inc.: Mountainview, CA.

*Appendix***Appendix A**

I would have enough baskets for each of my classes and have them labeled with sticky notes.

They would be stacked on a small table and have Kleenexes, a stapler, tape, and hand sanitizer also on the table.



Appendix B

Homework Policy

I believe homework should not be overwhelming for students. Homework is needed at times but should not be used to dictate how much a student does or does not know. When I give an assignment, I plan to give my students time to at least get started and if they do not complete the assignment hopefully, on most occasions students will have 15 minutes or less to spend on their own.

I plan to assign some worksheets to measure basic knowledge. In history, facts are important but seeing relations is essential and will be more engaging for students. I believe in using critical thinking assignments such as having students write how they think events relate to the present or to previous events. I want my students to see how things in the past have impacted us today. Critical thinking is also beneficial for students across multiple subjects.

- Students will be expected to use class time efficiently when they are given time to work.
- Students should feel comfortable to ask questions if they are having struggles.
- Students are expected to turn work in on time. If not, they will be deducted 5% per day the assignment is late.
 - I am more than happy to make accommodations for students if they meet with me in advance or if they miss school due to sickness, family emergency, or a school function.
- Homework will not be given every day and I will try to work around school functions that I know many students will be attending.
- Students will be given five points per day for filling out exit slips and receive 10 points per week for turning in the opening prompts at the end of the week.
- Tests will be given at the end of each section and have smaller quizzes in between.
 - Sometimes, papers or projects may take the place of a test.
- A majority of points will come from critical thinking activities and participation.

Appendix C

Name _____

Class _____

Date _____

1. What did we do today?

2. How did we do it? (Video, Lecture, Group Work, etc.)

3. What did I learn today?

4. How can I use what I learned?

5. What questions do you still have about what we did?

Appendix D

Name _____ **K.W.L Chart** Date _____

Topic _____

What I Know	What I Want to Know	What I Have Learned

Appendix E

Dear Guardian,

I am writing to inform you that I have the privilege to have your child in class this upcoming school year. I wanted to let you know I am looking forward to getting to know your child. I thought it would be beneficial though to let you know a little bit about myself. I am from Center, North Dakota and graduated with 17 students. In high school, I participated in many activities such as baseball, basketball, golf, choir, speech, drama, science club, and acalympics. I hope to coach basketball and baseball eventually, but I want to be supportive of all school activities. I got my degree in History Education from the University of Mary. If you have any questions, feel free to email me or call me. I will leave the school phone number and my school email below.

Now it is time for me to inform you of some of my expectations and items your students need for my class. I do not believe in assigning much homework because I do realize many students are extremely busy outside of class. I feel the best way to facilitate learning is in group work. On the occasion there is outside assignments, I expect the work to be completed on time or I will subtract five percent per day its late. Students should bring all supplies to class with them every day. This includes pencil, notebook, textbook, red pen, and any book we may be reading in class. I will let students know in advance if other resources are needed.

I also would like for you as parents to help me teach your student the best way possible. If you could please let me know what types of classes your child does well in and ones they may struggle in. It would also be beneficial to know what way they learn best to help me cater my teaching style. The last thing I would like from you, as a guardian, is contact information in case something would go wrong. Thank you and I cannot wait for the school year to begin!

Garrett Mosbrucker

School Phone: 111-111-111

School email: garrettmosbrucker@school.edu

Appendix F

I will have posters such as the ones below hanging around my room



Appendix G

I will have a globe in my room.

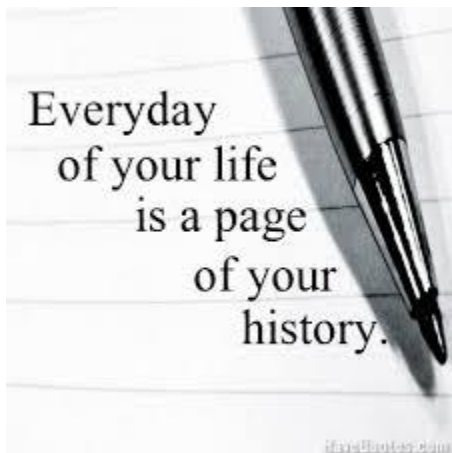
**Appendix H**

I will make sure I have a grading scale posted near the hand in tray.

Letter Grade	Grade Percentage
A+	100% to 97%
A	<97% to 94%
A-	<94% to 90%
B+	<90% to 87%
B	< 87% to 84%
B-	< 84% to 80%
C+	<80% to 77%
C	<77% to 74%
C-	< 74% to 70%
F	<70% to 0%

Appendix I

I will also have quotes hanging in my room.



Appendix J

I will have a poster in my classroom with whatever rules we decide on.

CLASS RULES

- 1** Be on-time, on-task & prepared to learn **EVERYDAY**
- 2** Keep all personal electronics **PUT AWAY!**
- 3** **BE RESPONSIBLE** for your own learning
- 4** **RESPECT** the teacher
the classroom
other students
- 5** Trash goes in the trashcan!
#NOTYOURMAID